**K-5 Math Lesson Plan**

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| **Teacher:**  Rebecca Purdie, Iris Marsh, AngieFlowers Oak Hill and Morehead Elementary | | | **Grade:**  2 | | | **Date(s)**:  Day 6 of Task 2 |
| **Unit Title:**  Unit1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  The performance task that this particular lesson will lead to. Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place value, and number words. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Task 2 Assessment | | |  | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.1: Understand that the 3-digits of a number represent the amount of hundreds, tens, and ones  2.NBT.3: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | | | | | |
| **I Can Statement(s):**  How do I can compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed:**  Teacher will do quick review. | | | | | |
| **Guided Practice:** | | | | | |
| **Independent Practice:**  Students will complete Task 2 Assessment  When individuals finish the assessment he/she may move to Math Stations (this will review skills introd. earlier during the week) | | | | | |
| **Closing/Summarizing Strategy:** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
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| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |